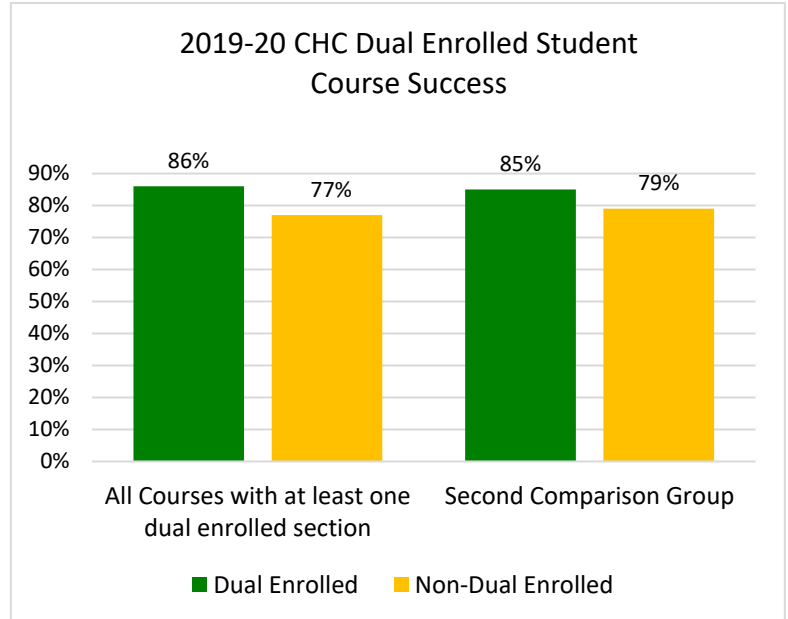


**This Month’s Topic: The Success of CHC’s Dual Enrolled Students**

This “Did You Know” summarizes the results from the [research](#) that examined the relation between Crafton Hills College (CHC) 2019-2020 dual enrolled students and course success.

**Aggregated Dual Enrollment Student Course Success**

When compared to all other CHC students 18 years’ old or younger enrolled in the same course during the same academic year, (All courses with at least one dual enrolled section), dual enrolled students had a statistically significant and substantially higher course success rate (86%) than non-dual enrolled students (77%). When compared to all other CHC students 18 years’ old or younger enrolled in the same course during the same academic year and taught by the same instructor, (Second Comparison Group), dual enrolled students had a substantially higher course success rate (85%) than non-dual enrolled students (79%); while this difference was not found to be statistically significant, the corresponding effect size (ES) of 0.18 points to a meaningful difference between dual enrolled and non-dual enrolled students.



**Dual Enrollment Student Course Success by Course**

One course in fall 2019 (ARABIC-101) and four courses in spring 2020 (ARABIC-102, ART-124, FIRET-101, and MUSIC-103) all had 100% course success rates. Of the fourteen dual enrolled courses compared to the non-dual enrolled courses, 10 (71%) dual enrolled courses had higher course success rates than the non-dual enrolled courses. On the other hand, the four dual enrolled courses with lower course success rates had comparable course success rates that ranged from 75% to 86%. Specifically, SOC-100 dual enrolled students had an 86% course success rate compared to an 87% non-dual enrolled course success rate. FIRET-100 dual enrolled students had a 75% course success rate compared to non-dual enrolled students who had a 77% course success rate. ART-175 dual enrolled students had a 77% course success rate compared to an 80% non-dual enrolled course success rate. Lastly, COUN-120 dual enrolled students had an 81% course success rate compared to non-dual enrolled students who had an 87% course success rate.

**Potential Implications for Crafton Hills College**

When analyzing the data provided in this brief there are implications that can help to inform Crafton’s future work with dual enrolled students. First, since dual enrolled students were most likely to be 17-18 years old, Crafton may want to focus on reaching out to these age groups at local high schools. Given that dual enrolled students were least likely to attend Yucaipa High School in both fall and spring compared to other participating local high schools, Crafton may want to focus on reaching out to 17-18-year-old students at Yucaipa High School. Additionally, since dual enrolled students were less likely to identify as African American, Caucasian, and Native American when compared to the Crafton population, Crafton may want to consider expanding dual enrollment as a strategy to increase access to these groups.

**Methodology and Limitations**

According to the [CCCCO and the RP Group](#) dual enrollment refers to high school students enrolled in community college credit courses and is the preferred term, rather than the use of concurrent enrollment. Dual enrollment is the term used in this report.

A limitation to comparing dual enrolled CHC students to all other CHC students 18 years old or younger enrolled in the same courses is that the comparison does not control for instructor, section, or dual enrolled student characteristics. A limitation to comparing dual enrolled CHC students to all other CHC students 18 years old or younger enrolled in the same course and taught by the same instructor during the same academic year is that only 6 out of the 18 dual enrolled sections were included in the comparison and the comparison does not control for section or dual enrolled student characteristics.